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ABSTRACT

Boston's Title I Early Childhood/Jackson Mann Developmental Program is discussed in this interim evaluation report (1980-81). The purpose of the Early Childhood component, which serves about 1000 4-year-olds (kindergarten I) and 5-year-olds (kindergarten II) is to raise the level of educational achievement among children identified as needing special assistance. The children receive daily individualized or small group instruction from a Title I paraprofessional, as a supplement to class work, in the classroom setting. The Jackson-Mann component is a remediation program providing highly individualized instruction to 20 hearing-impaired 3- to 6-year-olds integrated with 30 children with normal hearing from the morning kindergarten classes. Major Jackson-Mann goals deal with development of communication skills, reading readiness, and motor and social skills. Curriculum and performance objectives, and administration/supervision objectives of the program were rated as satisfactory, although organization of the program needed improvement. Most communication objectives were regarded as satisfactory, though the communication of Title I goals and regulations to non-Title I staff was not. Inservice and orientation workshops were regarded as useful. Materials were a keynote of the program, with high satisfaction being expressed by all. Parent involvment was minimal. Everyone concerned with the program gave high ratings to the achievement of program objectives. (CMG)

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Vázquez, Nuttall Associates, Inc.

"Research & Evaluation in Social Sciences, Health & Education"

INTERIM REPORT

ESEA TITLE I EARLY CHILDHOOD/JACKSON-MANN PROGRAM

Project Number: 81-035-124

1981

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I. EXECUTIVE SUMMARY

PROGRAM GOALS:

KI and KII children who receive one-half hour daily individualized instruction will achieve 80% of the performance objectives and will show an increase of one normal curve equivalent score as measured by the following pre-post tests:

KI: Cooperative Pre-School Inventory
KII: Boehm Test of Basic Concepts

PROGRAM DESCRIPTION:

About 1000, Title I identified KI and KII, four and five-year old, children receive individualized instruction from a Title I paraprofessional as supplement to class work. Each paraprofessional has a maximum caseload of 40 children. Children are instructed on a daily basis, individually or in small groups within the classroom setting.

FINDINGS:

1. The Early Childhood Title I program functioned without an appointed program director this year. As a result, monitoring, and number of workshops were limited.

2. Orientation and workshops were very informative and useful to paraprofessionals. More similar workshops were requested by them.

3. Maximum caseload of 40 children per paraprofessional is too many for an individualized program. Perhaps with the caseload size reduced to 32, children could benefit more from services.

4. The number of teachers paraprofessionals worked with ranged from one to four. It was suggested that no more than two teachers be serviced by one paraprofessional.

5. KI/KII performance objectives were very satisfactory to involved personnel.

6. Designated planning time for the paraprofessional and teacher to work together in planning the program for children is limited or non-existant in many cases.

7. The student selection checklist is effective and should be continued.

8. The variety, quality, quantity, and accessibility of materials were all rated highly. This is a major achievement and should be continued.

9. Physical space is limited in some classrooms, especially with provision of "cubbies" for children, storage space, and separated areas for individualized instruction.

10. Self-concept and oral communication gains were rated highest among perceived program accomplishments.

11. Parent involvement remains a problem. Continued efforts to involve parents should be made.

RECOMMENDATIONS:

Recommendation 1: The program needs to improve its organization.

Discussion: This program was late getting started this year and a single program director was never appointed. The administration was shared out among other Title I officials. While there is relatively high satisfaction with the administration of the program, there was also criticism about there not being many workshops and concern on the part of some principals about the administration. Another aspect of the organizational problem was the late hiring of aides, and the delay in the testing program. Pre-testing did not get underway until February.

While we are not certain that a single program administrator is needed, the program does need to improve its organization, and one way this could be done would be to have a single program administrator as in previous years.

Recommendation 2: Selection and supervision of the paraprofessionals should be improved.

Discussion: There has been little or no supervision of the paraprofessionals by the Title I office, in part related to the lack of a single program director. While teachers and principals have supervised them, this general lack of specifically Title I supervision makes it difficult for those who are not experienced with the Title I Early Childhood program to follow the program mandates. Thus associated with the supervision issue is the need to attempt to select paraprofessionals with appropriate early childhood and Title I experience. This has been difficult due to union senority rules.

Recommendation 3: **The training and workshop program should be increased.**

Discussion: Because of the turnover in paraprofessionals and the fact that in this program they are working in the classrooms of non-Title I teachers, there is considerable need for training of the paraprofessionals. The workshop which was given was very well received, but there was a felt need for more such training.

Recommendation 4: **More thought needs to be given to the match between the number of students to be taught and the methods to be used.**

Discussion: Currently the paraprofessional aides are expected to provide individualized instruction, with a daily lesson plan, for up to 40 children from up to 3 regular teachers. We suggest that if the aides are expected to deal with this number of students, that they not be expected to prepare and follow daily individualized lesson plans. If the individualized, structured approach is to be retained, and we feel that individualization is one of the strengths of Title I, then 40 students per day is probably too many. We would suggest that this be reduced to perhaps 32, with no more than two regular teachers being served. This would involve 16 students in the morning and 16 in the afternoon.

Recommendation 5: **Time required for filling out individualized lesson plans should be minimized for teachers and/or paraprofessionals.**

Discussion: If the individualized instruction approach is to be retained, as we feel it should, the time required for filling out individualized lesson plans can be eased by having paraprofessionals make more use of the existing prescribed objectives. Aides could check off what is to be worked on each day for each child from this prescribed set of options. We recommend that time and intellectual effort be taken to train all the aides in their use. This would shorten the time involved in writing individual lesson plans, and increase the proportion of aides actually following such individualized procedures. Paperwork is a recurring problem, and attention should be given to reducing it where possible. Thought may also be given to not requiring daily individualized lesson plans at all, but perhaps weekly or monthly progress checklists.

Recommendation 6: **Improved efforts should be made to provide planning time for the paraprofessional and teacher to work together in planning the program for the children.**

Discussion: Planning time and communication remains a problem. This is especially acute in those schools where the paraprofessional has three teachers to support. With 40 some children and individualized lesson plans, currently it just is not possible to spend sufficient time with the teachers to jointly plan a program for each child.

Recommendation 7: **The selection procedures should be continued.**

Discussion: All of the groups of people we interviewed or questionnaired were over 90% satisfied with the present selection procedures. This system of using a multi-attribute checklist seems to be working well.

Recommendation 8: **The orientation program should be continued.**

Discussion: This program was rated valuable and useful, especially for new paraprofessionals. A summary of this orientation should be sent to the teachers who will be working with the Title I paraprofessionals in this program so that they will be aware of what orientation was received by the paraprofessional.

Recommendation 9: **The materials are good and should be continued.**

Discussion: The variety, quality, quantity and accessibility of the materials were all rated highly. This is a major achievement, and should be continued. This is one area where the administration of the program has been excellent.

Recommendation 10: **Physical space remains a problem in some schools and should be improved, especially with provision of "cubbies" for students and storage space for the paraprofessionals.**

Discussion: Some classrooms are too small for the size of the class. There is a need for improved accomodations in some schools, with major needs for storage space for the paraprofessionals and for the students, "cubbies".

Recommendation 11: **The emphasis on self-concept and communications were rated highest among the accomplishments of the program and should be continued.**

Discussion: The curriculum and materials seem to be especially effective in this area and this emphasis seems to be well placed.

Recommendation 12: **The groundwork should be laid for a longitudinal study of the effectiveness of the early childhood program.**

Discussion: With the continued existence of the K-1 in doubt, and with cutbacks likely in the Title I program itself, if possible a longitudinal study should be designed to identify long-term effects of such a program. For example students who have received early childhood Title I assistance can be followed into the second or third grade and compared to similar children who did not receive the early support. Such a study could provide evidence for the long-term value of the early childhood Title I program, and hence provide an argument for its retention in times of financial cutbacks.

Recommendation 13: **Parent involvement remains a problem and continued efforts to involve parents should be made.**

Discussion: The program is continuing efforts to attract parents but with relatively little success. However the importance of parental involvement is such that these efforts should continue. Parent-workshops is one concept which might be expanded, but with great effort to get the parents to attend and participate.

II. INTRODUCTION

This Boston Title I interim report encompasses the KI/KII Early Childhood and Jackson-Mann Extended Day Programs. Program variables to be discussed include administration/supervision, instruction, communications, in-service/staff development, materials and facilities, parent participation, and Program Outcome Judgements.

III. PROGRAM DESCRIPTION

A. Early Childhood KI/KII Program

The two components of the Early Childhood program consist of Kindergarten I and Kindergarten II. Boston Public Schools supports this city-wide two year program. This program instructs four and five year olds respectively. The purpose of this Title I program is to raise the level of educational achievement among children identified as needing special assistance. In 31 public schools identified as having high concentrations of low-income families, about 1000 kindergarten age children receive suplemental services. In these kindergartens, 34 Title I paraprofessionals assist city-funded teachers by circulating throughout the classroom, working with identified Title I children individually or in small groups on specific performance objectives.

Title I paraprofessionals have a maximum caseload of 40 children, 20 in the morning and 20 in the afternoon. Groups of Title I children must not exceed 20 in each class. Title I children are not identified by other classmates, but are worked with unobtrusively within the classroom.

Identification procedures include teacher evaluation, checklists, individualized diagnostic and prescriptive screening tests. Specific

Kindergarten I and Kindergarten II Title I selection criteria are listed as follows:

Kindergarten I

- o Identified through teacher evaluation, individual screening, checklist, and Title I standardized tests
- o Non-English speaking
- o Demonstrates educational need
- o An emotional problem
- o A social problem
- o A perceptually handicapped child

Kindergarten II

- o Teacher evaluation of perceptual or emotional problems
- o Lack of ability to speak English or express oneself verbally
- o Unsatisfactory academic progress as indicated by the standardized test submitted by the Title I Office

Pupil needs were ranked by Title I Early Childhood paraprofessionals from greatest to least priority. Needs identified include positive self-image, positive attitude toward school, parental instruction, development of good study habits, supplementary classroom services, oral communication and reading. From this priority need list lies the emphasis of KI/KII Early Childhood instruction.

PERFORMANCE OBJECTIVES

(a) Behavioral Objectives

"Given a 1/2 hour period, five days a week for 180 days the children will achieve 80% of the performance objectives."

(b) Program Objectives for which standardized tests are a measure:

Kindergarten I

"Given the services of Title I kindergarten aides for a 10 month period, the Title I identified K-I children will show an increase of one normal curve equivalent score, as measured by a pre-post test administration of the Cooperative Preschool Inventory."

Kindergarten II

"Given the services of the Title I kindergarten aides for a 10 month period, the Title I identified K-II children will show an increase of one normal curve equivalent as measured by a pre-post administration of the Boehm Test of Basic Concepts.

B. Jackson-Mann Developmental Program

The Jackson-Mann Program is a remediation program providing highly individualized instruction to 20 hearing-impaired children three to six years of age combined with 30 hearing normal children from the morning Kindergarten I and Kindergarten II classes. Three developmental classes containing 17 children each are held in the Mann Preschool Unit. Staffing consists of one Title I teacher and paraprofessional per group. All staff were employed in this same program last year. Hearing-impaired and hearing normal children are integrated within these groups.

Child identification procedures are identical to those of Kindergarten I and Kindergarten II Title I children. Many hearing normal children come from Vietnamese or Hispanic backgrounds.

Duration of this program is 180 days per year, eight hours per day. Children meet from 11:00 A.M. to 5:00 P.M. This length of time is flexible for students not able to cope with the full day program. However, all students enrolled this year do stay the full day.

Major program goals deal with development of communication skills, reading readiness, motor and social skills.

PERFORMANCE OBJECTIVES

"Given an extended day of six hours, the hearing Kindergarten I children will show improvement as measured by the Cooperative Preschool Inventory and the Behavioral Objectives. The Kindergarten II hearing children will show improvement in the Boehm Test and the Performance Objectives for their age level. The Kindergarten I and Kindergarten II hearing impaired children will show improvement in the Performance Objective for their age level and other tests relevant to hearing impaired children."

IV. EVALUATION DESIGN

The evaluation design for the Boston Title I Early Childhood Programs include both process and product evaluation. This interim report deals with process information.

For process evaluation those variables contributing to the delivery of services were explored. Specific variables assessed were administration, supervision, selection and scheduling, in-service training, communication, parent involvement, facilities and materials.

A variety of data sources were utilized such as review of program documents, individual and group interviews, informal interviews, classroom observations and questionnaires. (Instrument samples are located in Appendix A.)

The following table indicates evaluation activities and data sources implemented prior to this interim report.

Table 1

EARLY CHILDHOOD INTERVIEWS AND OBSERVATIONS

Activity	Data Source
PERSONAL INTERVIEWS:	Program Administrator PAC Coordinators Paraprofessional Coordinator Staff Development Team Member (DI) Research and Evaluation Personnel
GROUP INTERVIEWS:	Staff Development Team (5) Title I Assistant Directors (3)
INFORMAL INTERVIEWS:	Paraprofessionals Principals KI/KII Teachers
CLASSROOM OBSERVATIONS:	28 Classrooms

Table 2

RESPONSE RATE TO MAILED QUESTIONNAIRES - EARLY CHILDHOOD

Data Source	Number Sent	Number Returned	Percent Returned
Paraprofessionals	33	28	85%
Teachers	31	24	77%

NOTE: KI/KII teachers returned 22 questionnaires. Responses were optional.

The product evaluation will employ the RMC Model A design with pre-post norm-referenced measures implemented. Standardized pre tests were administered in February 1981, while post tests are scheduled for April 1981. Specific instruments used are the following:

Table 3

STANDARDIZED INSTRUMENTS USED TO MEASURE KI/KII STUDENT GAINS

Program	Instrument
Early Childhood	
a) Kindergarten I	Cooperative Preschool Inventory
b) Kindergarten II	Boehm Test of Basic Concepts

Statistical analysis of only those students taking both pre and post tests will be completed. Computations will be performed by grade level indicating normal curve equivalent gains between pre and post test scores. Separate analysis of group achievement gains will be prepared for the Jackson-Mann Extended Day Program.

V. PROCESS EVALUATION RESULTS

A. Administration/Supervision

In this section paraprofessional, teacher, and principal satisfaction with various aspects of the Early Childhood Program administration will be discussed. Results are based primarily on informal interviews, classroom observations, and questionnaire ratings and comments. Specific items included in this section are the following: overall administrative structure, clarification of teacher/paraprofessional job roles, satisfaction with Title I related job duties, number of assigned kindergarten teachers to paraprofessionals, caseload size, student identification procedures, and standardized testing.

1) Overall Administrative Structure

This year the Early Childhood Program functioned unique to previous years. There was no appointed Early Childhood Title I administrator. Because there was no program director, testing, staffing, and total program implementation did not occur until February 1981. However, when asked to rate "degree of satisfaction" with the present administrative structure, 84 percent of the paraprofessionals and 91 percent of the principals reported satisfaction.

Most involved staff indicated previous experience and knowledge of the Early Childhood Program. About 75 percent of the paraprofessionals taught in their present school last year and 90 percent of the respondent principals had been associated with the program for at least two years. Therefore, the program was able to continue without a director this year.

Paraprofessionals felt Title I administrators were supportive, supplied materials, and were available as needed although actually in each classroom a

few times throughout the year. Monitoring was limited due to the lack of a program director. Coordination problems were not obsolete. One known target kindergarten did not receive services and not all paraprofessionals maintained potentially full caseloads due to mid-year notice of adjusted caseload regulations.

Principals indicated 14 percent dissatisfaction with the staff selection procedures. They desired more input into hiring procedures. (Refer to Figure 1.)

RELEVANT COMMENTS

"I've been very lucky . . . the teachers and administrators have been beautiful to work with ." (Paraprofessional)

"I didn't receive the letter until January that I should have 40 children, so I don't have that many children in the program." (Paraprofessional)

"Last year there were two supervisors, this year there was no supervision other than school based." (Principal)

"Yes, [continue the Early Childhood Program] . . . but there must be supervision of the program and changes made." (Principal)

"The principal has no involvement in the staff selection process." (Principal)

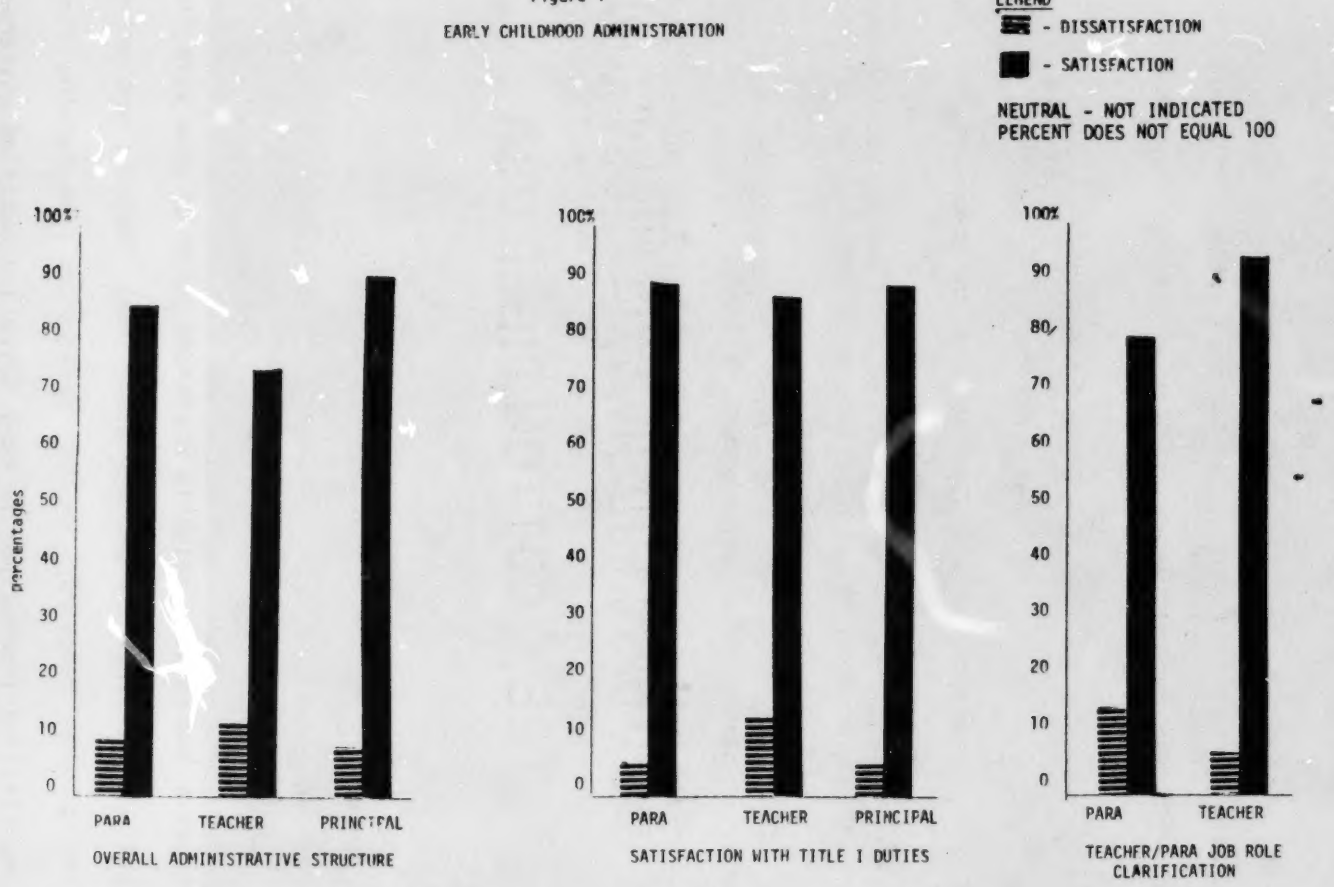
"[Title I Administrators] . . . I don't even know who they are." (Teacher)

2) Clarification of Teacher/Paraprofessional Job Roles

Kindergarten teachers and principals indicated a high level of satisfaction with clarification of teacher/paraprofessional job roles. Paraprofessionals indicated a slightly different point of view with "level of satisfaction" with ratings 10 percent lower than teachers and principals. Working with several teachers, lacking designated pre-planning time with teachers, and limiting instruction to only Title I identified children in an

Figure 1

EARLY CHILDHOOD ADMINISTRATION



in-class program appear to be primary sources of role ambiguity for paraprofessionals. Several teachers commented regarding these issues. (Refer to Figure 1.)

RELEVANT COMMENTS

"There should be one aide to one classroom. They should not have to ignore other children. Whole class is in Title I target area, so should be able to work with the aide if it wants. Non-identified children don't understand rejection." (Teacher)

"There is absolutely no time for teacher/paraprofessional planning activities." (Teacher)

"There must be stronger supervisory involvement by Early Childhood staff and a clearer role definition in relation to principal, teacher, and paraprofessional with the Title I Department." (Principal)

3) Satisfaction with Title I Related Job Duties

Teachers, paraprofessionals, and principals indicated above 88 percent satisfaction with Title I related job duties -- a very high level of satisfaction. The only element of controversy dealt with the amount of paperwork required of staff. Although student files observed were complete with updated performance objectives, parent letters, attendance, and work samples; the writing of daily lesson plans for up to 40 children was viewed as time consuming and detracting from instruction time. No designated time is allotted for this task. (Refer to Figure 1.)

RELEVANT COMMENTS

"Written daily plans are a waste of time. Can be better used servicing." (Teacher)

"Too many instructions and tests and reports. They burden the teacher with clerical work and take away from regular classroom duties." (Teacher)

"Overwhelming amount of unnecessary and repetitive paperwork." (Teacher)

"No time is provided for excessive paperwork which must be done during personal time at home. This is a serious problem which has never been addressed in the seven years I have been involved in the Title I program." (Teacher)

4) Number of Assigned Kindergarten Teachers to Paraprofessionals

Kindergarten teachers and paraprofessionals were moderately satisfied with the number of kindergarten teachers assigned to paraprofessionals. Satisfaction ratings for both groups were 67 and 73 percent respectively. Paraprofessionals presently work with one to four teachers depending on school size. Both groups felt that paraprofessionals were effective, but fewer teachers per paraprofessional would benefit program operations. Several opinions on the subject were expressed. (Refer to Figure 2.)

RELEVANT COMMENTS

"I now work with 40 students . . . taken from three teachers or five classes. I think 30 students total, considering the paperwork involved, would be sufficient. Also, two teachers is a sufficient amount to work with. Perhaps an ideal situation might be two classrooms A.M. and P.M. with eight Title I students per session (32 students)." (Paraprofessional)

"Title I is very useful for children with no skills at all. More paraprofessional workers would be helpful." (Teacher)

"There should be a Title I aide for each KI and KII teacher all day. No sharing for half sessions." (Teacher)

"It's difficult for one paraprofessional to work with three teachers and three groups of children in the kindergarten." (Teacher)

"If there could have been a paraprofessional for each classroom instead of one paraprofessional for four classrooms, the children would have benefited much more from the program." (Teacher)

5) Number of Assigned Students to Paraprofessionals

Paraprofessionals responded the following when asked to rate "level of satisfaction" with student/paraprofessional ratio this year:

DISSATISFIED	--	22%
NEUTRAL	--	0%
SATISFIED	--	78%

In the past, maximum caseload for paraprofessionals was 20 students per day. This year maximum caseload was increased to 40 students per day. In actuality caseloads varied significantly depending on the size of the school, from 10 to 40 students per paraprofessional. Many teachers and paraprofessionals openly expressed opinions on this issue as stated below.

RELEVANT COMMENTS

"The number of children I service is too great to actually instruct them in depth properly. The time for them is very limited." (Paraprofessional)"

"I think 40 is too many when you are servicing two teachers to two levels at the same time. The quality of the extra help is diluted because you can't spend as much time with each child." (Paraprofessional)

"My aide is indispensible." (Teacher)

"When the number of children serviced was 10, I think the quantity of individualized instruction was better in my classes." (Teacher)

"By extending the number of children from 10 to 20 looks good on paper, but when there are only 20 in the class - it isn't necessary to have all pupils in Title I." (Teacher)

"Too many children for one aide to individualize." (Teacher)

6) **Students Identified Are in Greatest Need**

All sources questionnaired indicated an extremely high level of agreement (above 90 percent) that identified students are in need of service. Therefore, the student selection and screening procedures, (see criteria checklist), presently implemented seem to be very effective. (Refer to Figure 2.)

RELEVANT COMMENTS

"The Jackson-Mann School needs the Title I program because of the handicapped children." (Paraprofessional)

"All the kids are in need. It's just a matter of who's worse off." (Paraprofessional)

"Please do not cut the Title I program. The children need the help very badly." (Paraprofessional)

7) **Testing**

Teachers and principals indicated 70 percent satisfaction with standardized tests used this year. Based on staff comments, this moderate level of satisfaction may be due to the late pre-test date (February), duplication of city-wide and Title I testing, and time constraints. (Refer to Figure 2.)

RELEVANT COMMENTS

"Tests not given until February." (Teacher)

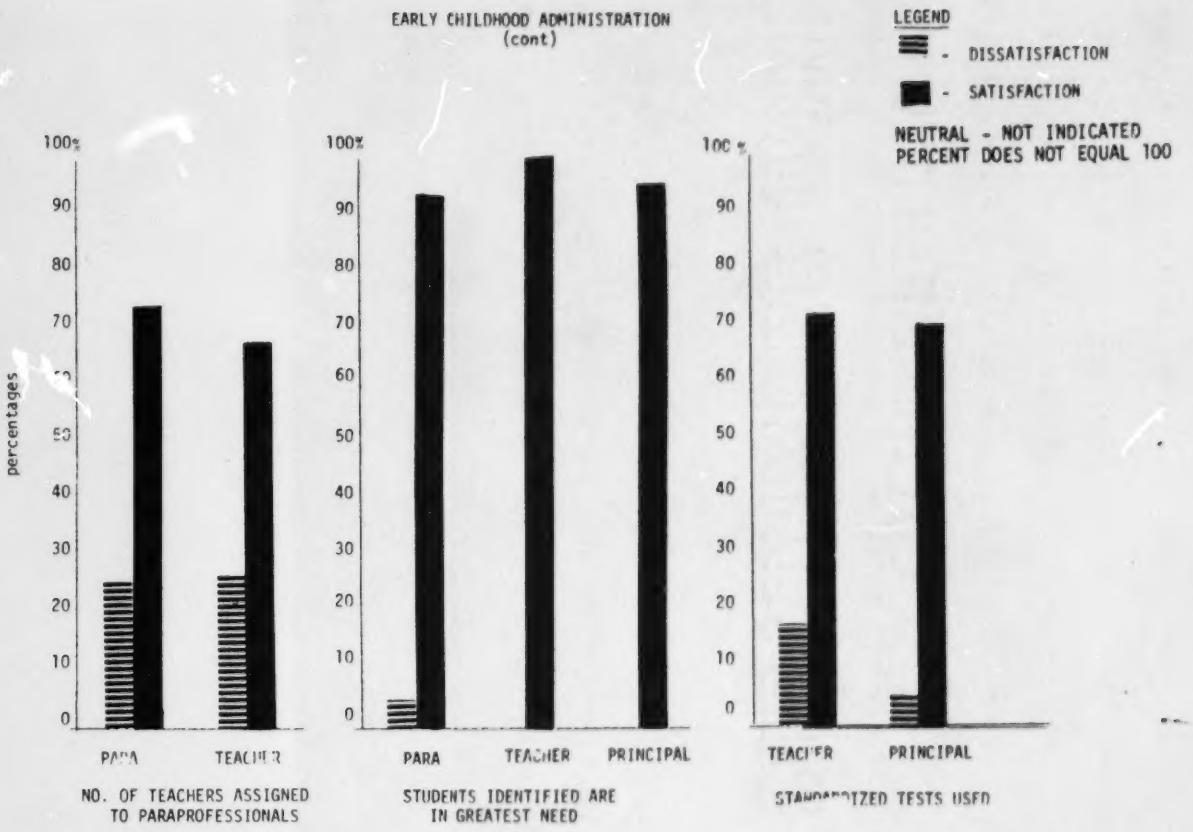
"The tests are much too long. They take time away from the regular program and other children." (Teacher)

"Tests seem to not test objectives, but other skills. I find children can achieve on the test and still not meet objectives." (Teacher)

"Neither KI or KII test for letters. (Capital KI, Capital/lower case KII.)" (Teacher)

Figure 2

EARLY CHILDHOOD ADMINISTRATION
(cont)



Summary

In summary, respondents indicated that administrative support was a program strength yet need for a designated administrator is apparent. Clarification of job roles has been established by many teacher/ paraprofessional teams after prior working experience together. Finding a balance for assisting non-Title I children within the classroom was an issue many had already resolved. Overall, respondents were satisfied with their job duties, with the exception of paperwork. In particular, maintenance of daily lesson plans for forty children is time consuming and not felt to be an effective use of time by many. One or two paraprofessionals per teacher is the given preference. Three or more tended to confusion in provision of services. Caseload size of 40 children is much too large for individualized instruction. Student selection procedures along with the identification checklist was viewed effective. Early Childhood staff were instructed not to give standardized tests to foreign speaking children; however, evaluators are not certain that instructions were followed in all cases. Pre-tests were given late in the year, in February, due to extenuating circumstances.

B. Instruction

In this section KI/KII performance objectives and curriculum, amount of classtime for individualized instruction, coordination of Title I activities with classroom activities will be discussed. Satisfaction levels were rated and evaluated by paraprofessionals, teachers and principals.

1) Performance Objectives and Curriculum

It appears that principals, teachers and paraprofessionals are very satisfied with the present KI/KII curriculum and performance objectives. The level of satisfaction ratings are in the 90 percent range for all three respondent groups as indicated in Figure 3.

RELEVANT COMMENT

"Good objectives for disadvantaged children." (Teacher)

2) Amount of Classtime Allotted for Individualized Instruction

Teacher and paraprofessional satisfaction levels were 80 percent, while principal satisfaction averaged 91 percent for the amount of classtime allotted to individualized instruction. Overall, "level of satisfaction" is quite high in this area. Only one teacher commented that in a half-day program, situation time for individualized instruction is limited.

A related issue to classroom instruction is the concern for providing service to only Title I students. Paraprofessionals were observed a majority of the time assisting whole group activities, instructing small groups and individuals within the classroom. Because the program is contained within the classroom, often non-Title I children request help of the Title I paraprofessional or voluntarily become involved in the activity to also get

individualized attention. Most paraprofessionals resolved this issue independently and selected to assist both Title I and non-Title I students contrary to program guidelines. One paraprofessional's comment - "Regular children resent not being able to work with the Title I teacher," is the sentiment of many.

3) Coordination of Title I Activities With Classroom Activities

Curriculum pre-planning time and discussion of students' performance objectives will be discussed in this section. Teachers, paraprofessionals, and principals responded to these items. Although teachers were very satisfied (90 percent) with the amount of pre-planning which occurred, paraprofessionals indicated only moderate satisfaction (78 percent) implying a need for more coordination. Teachers, paraprofessionals, and principals indicated no time was specifically allotted in the daily schedule for pre-planning and corrdination. Pre-planning time usually occurred during free play, snacktime, or before school hours.

Discussion of students' performance objectives was also sporadic between paraprofessionals and teachers. Level of satisfaction was 70 and 72 percent respectively with time allotted to discuss performance objectives. It appears that very little discussion of performance objectives occurs.

As noted in the "Communication" section of this report, paraprofessional/teacher communications were ranked highest of all involved program participants. Therefore, it seems that breakdowns in coordination and performance objective discussion is not due to lack of teamwork but rather due to lack of specifically allotted time during the day to pre-plan activities.

RELEVANT COMMENTS

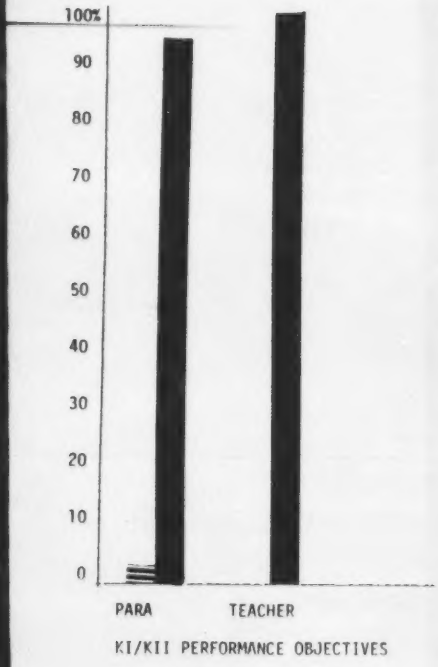
"My aide and I have an excellent working relationship, but there is very little time for us to plan together - though we find as much time as possible. Never enough time to discuss performance objectives." (Teacher)

"There is absolutely no time allotted for teacher/paraprofessional planning activities." (Teacher)

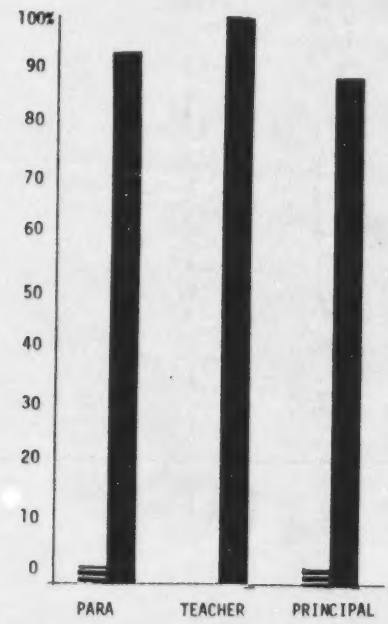
"There is no time allotted for teacher/paraprofessional planning. This is a serious concern for all Title I teachers and paraprofessionals." (Principal)

Figure 3

CURRICULUM AND PERFORMANCE OBJECTIVES



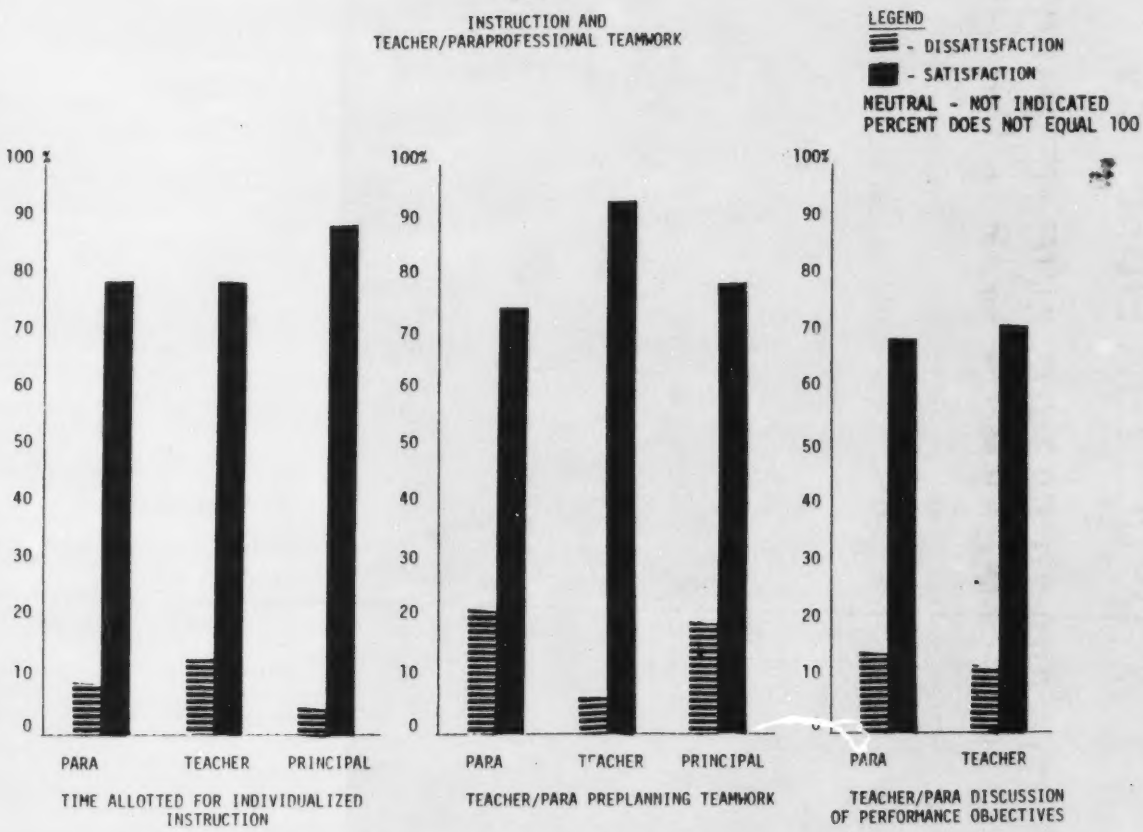
KI/KII PERFORMANCE OBJECTIVES



KI/KII CURRICULUM

Figure 4

INSTRUCTION AND
TEACHER/PARAPROFESSIONAL TEAMWORK



Summary

In summary, respondents were very satisfied with the present KI/KII curriculum and performance objectives. Allotted classtime to provide individualized instruction was available but somewhat limited by constraints of the large number of children to be instructed. Pre-planning daily activities between paraprofessional and teacher was limited due to lack of designated time in most daily schedules. Consequently, discussion of individual performance objectives occurred infrequently.

C. Communications

In this section, paraprofessionals, kindergarten teachers, and principals provided satisfaction ratings on the following Title I related aspects of communication: communication of Title I regulations to Non-Title I Staff, communications between involved persons (paraprofessionals, teachers, administrators, parents), and written communications.

1) Communication of Title I Regulations to Non-Title I Staff

Principals and paraprofessionals indicated 80 percent degree of dissatisfaction with communication of Title I goals and regulations to Non-Title I staff, Non-Title I teachers' level of dissatisfaction was 13 percent. Although dissatisfaction ratings indicate need for improvement, comments giving reasons for dissatisfaction were not supplied. It is unclear where the communication breakdown occurs. The present system for notifying Non-Title I staff of regulations at each school is unknown by the evaluators.

2) Communications With Involved Staff

Communications between Title I administration, principals, teachers, paraprofessionals, and parents were rated. In general, communications with Title I and Non-Title I staff were rated over 80 percent satisfactory.

Kindergarten teachers and paraprofessional communications received the highest overall rating of 92 percent satisfaction. Evidence of this high level of communication was apparent as many paraprofessionals were observed taking an active role in class instruction. Teachers commented that "In the children's eyes the paraprofessional is a teacher too". Principals commended the excellent teamwork between paraprofessional and kindergarten teacher.

Communication between principals and staff was ranked second highest (87

percent satisfaction). Principals were supportive and accessible to the Early Childhood Program.

Although paraprofessionals and principals were extremely satisfied with support received from Title I administration, only 64 percent of the kindergarten teachers indicated satisfaction with these communications. It is apparent that Title I administration concurs primarily with principals and Title I staff. Non-Title I teachers seem to want to be a more integral part in the program. The type of need for teacher and administrative communication is unclear. Some teachers have expressed dissatisfaction with their degree of material input, paperwork, and paraprofessional caseloads. In addition, no time is allotted for kindergarten teachers to meet with Title I administrators.

Paraprofessionals indicated 83 percent satisfaction with communication with other paraprofessionals. Several paraprofessionals praised the supportive value of peer sharing during the paraprofessional communications workshop held this year. More workshops of this kind were requested.

Parent communications averaged 80 percent level of satisfaction. This was the area of least satisfaction within the communications component.

Figure 5

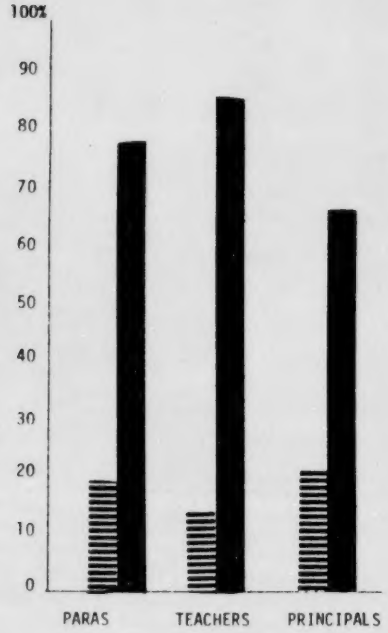
COMMUNICATIONS

TITLE I REGULATIONS & PROGRESS REPORTS

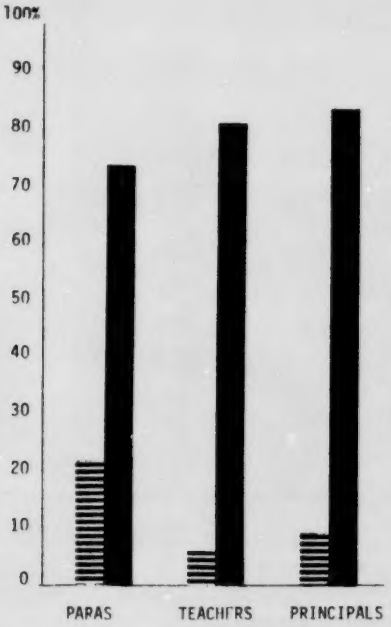
LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



COMMUNICATION OF REGULATIONS TO NON-TITLE I STAFF



WRITTEN PROGRESS REPORTS TO PARENTS

Figure 6

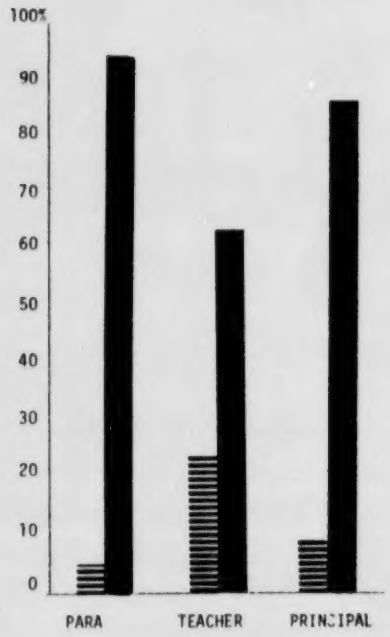
COMMUNICATIONS

TITLE I ADMINISTRATION & PRINCIPALS

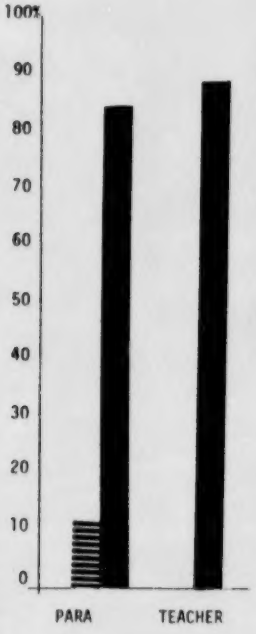
LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



TITLE I ADMINISTRATION



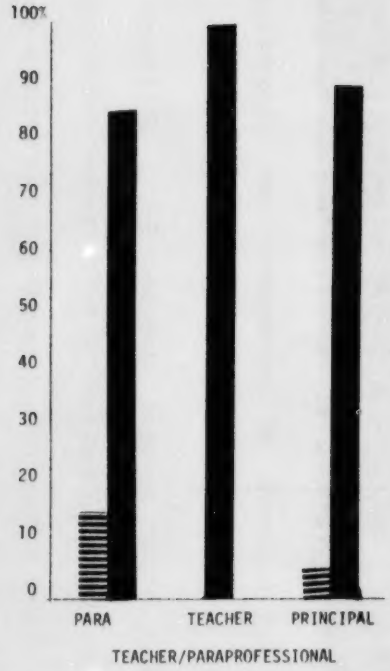
SCHOOL PRINCIPAL

Figure 7

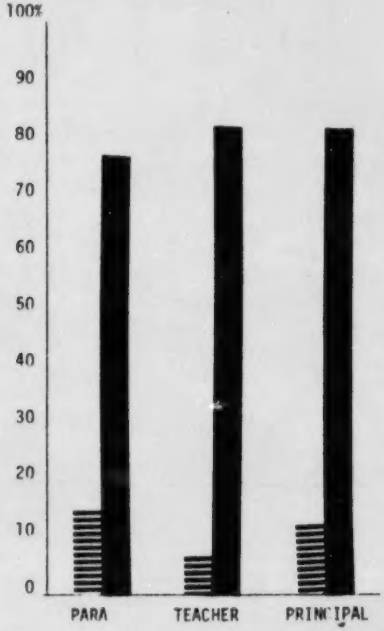
COMMUNICATIONS
TEACHER/PARAPROFESSIONAL & TITLE I PARENTS

LEGEND
- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



TEACHER/PARAPROFESSIONAL



PARENTS

3) Written Communications - Reporting Systems to Parents

Written communications to parents occurred in the form of newsletters, homework assignments, and progress reports. Forms of communication vary by school. Both informal oral communication and formal written communication occur at many schools.

Involved personnel were asked to rate their level of satisfaction with ongoing progress reporting systems to parents. Satisfaction levels among respondents were moderate, with paraprofessionals showing the greatest level of dissatisfaction (35 percent). Some indicated that communication barriers of foreign language, and parent indifference were causes of ineffective reporting systems. Paraprofessionals from some schools stated there was no "written reporting system to parents" at their school. Many communicate student progress to parents orally as needed when delivering their children to and from school.

Summary

Principals, teachers and paraprofessionals viewed communication of Title I goals and regulations to Non-Title I staff as somewhat dissatisfactory. However, no comments or recommendations supporting these ratings were provided.

Communications between involved Early Childhood personnel were rated satisfactory by all respondents with teacher/paraprofessional communications ranking highest. Non-Title I kindergarten teachers desired more contact with Title I administration. Parent communications were ranked lowest in comparison. Written communication of student progress does not occur in many schools, however, oral communication is present at schools in which parents deliver children personally.

D. In-Service/Staff Development

Paraprofessionals were asked to rate the usefulness of orientation and quality, quantity, and paraprofessional input into workshops. Orientation and workshop results are discussed below.

1) Orientation

The level of satisfaction with orientation was 89 percent with "zero" dissatisfaction ratings. Therefore, paraprofessionals appear to view orientation as informative and valuable, particularly for paraprofessionals new to the program.

2) Workshops

The degree of satisfaction with quantity and quality of workshops was stated by Title I paraprofessonals. Orientation and <u>three</u> paraprofessional in-service workshop were provided this year by the Title I administration. Although over 50 percent of the paraprofessionals were not satisfied with the <u>number</u> of workshops offered, over 90 percent were very satisfied with <u>quality</u> and amount of <u>input</u> into workshop content.

Of particular value to many paraprofessionals was the experience of role playing both teacher and child roles, and discussing program likes and dislikes openly among peers. Many paraprofessionals requested that more workshops of this type be held throughout the year.

RELEVANT COMMENTS

"Workshops are good for beginning paraprofessionals." (Paraprofessional)

"Workshops are very informative, but there are very few of them." (Paraprofessional)

"Not enough workshops, 1980-81." (Paraprofessional)

"Would be most helpful if teachers attended with aide." (Paraprofessional)

Summary

Orientation and in-service workshops are useful and informative for paraprofessionals. More workshops, similar to those held this year were requested by paraprofessionals.

E. Materials and Facilities

Results in this section are based on classroom observations, informal interviews, and questionnaire results. Principals, teachers, and paraprofessionals were questioned on six items related to facilities and materials. Because there was very little variance in responses regarding "MATERIALS", these items will be discussed in one part and Facilities as another.

1) Materials

Teacher, paraprofessional, and principal satisfaction ratings universally indicated an extremely high level of satisfaction with the quality, variety, accessability, interest level, and maintenance of materials. The following comments from involved Title I staff support these ratings with two further recommendations. Recommendations deal with teacher input into material selection and provision of less play-oriented materials.

RELEVANT COMMENTS

"Excellent learning materials." (Teacher)

"The materials were just what the slow learner needed." (Jackson-Mann)

"The materials are great. The children love working and playing with them." (Paraprofessional)

"All materials are age and ability appropriate and used all day long in my classroom." (Paraprofessional)

"I think teachers should be given the opportunity to select something they think should be purchased." (Teacher)

"Rather see less of the 'play-oriented' materials even at KI level. In many cases more should be expected and demanded of staff, pupils, and parents." (Principal)

2) Facilities

Satisfaction ratings of adequate space for instruction decreased somewhat from material ratings. Although moderate satisfaction was indicated by principals and teachers, paraprofessionals indicated 25 percent dissatisfaction. Many felt class space was too limited for the amount of children in the classrooms. Classrooms observed varied widely in size, storage space, and equipment. In some of the smaller classrooms a designated area for Title I individualized instruction was not appropriated as in larger rooms.

Lighting, heating, and ventilation were observed to be 100 percent satisfactory. Most rooms were creative with children's work displayed.

RELEVANT COMMENTS

"Space is limited for instruction and storing materials. Very limited." (Paraprofessional)

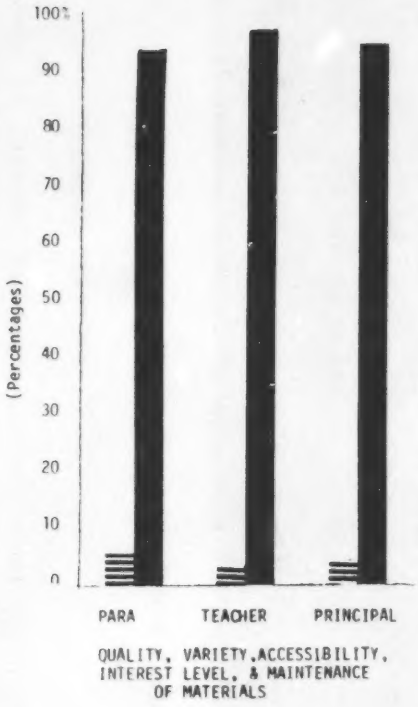
"Room too small to allow a clearly defined area." (Teacher)

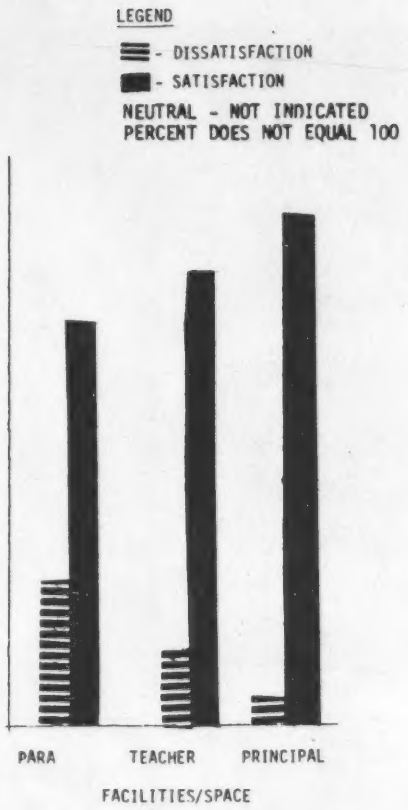
"Too many children in the classroom. There are two kindergartens, 30 in a class." (Teacher)

Summary

Materials are a keynote feature of the Early Childhood Title I program. All respondents were pleased with every aspect of the materials provided. Classroom space for individualized instruction varied by school. In some schools where classrooms were small, space was limited and unconducive for individualized instruction.

Figure 8
FACILITIES & MATERIALS





F. Parent Participation

Principals, teachers, and paraprofessionals rated their "level of satisfaction" with parent participation in a mailed questionnaire responding to two items: Parent Cooperation and Degree of Involvement.

Parent participation was rated relatively low in comparison to other program components. Teachers and paraprofessionals indicated 30 percent dissatisfaction with the level of parent cooperation and involvement.

Principals rated overall parent participation 49 percent satisfactory with 35 percent neutral ratings. This large percent of "neutral" ratings may indicate that parent involvement at one school may vary from great to none at all. Reasons given by teachers for lack of involvement are due to distance, non-English speaking parents, working parent families, timing of PAC meetings, many child families and indifference.

Factors contributing to parent involvement at some schools are homework programs, newsletters, paraprofessional Title I presentations at PTA meetings, and daily parental child delivery to classrooms. Parent workshops were recommended. One paraprofessional indicated that because Early Childhood Title I instruction is contained within the kindergarten class, the parents may not differentiate Title I instruction from kindergarten instruction. Therefore, parent knowledge of Title I services is often not separated from the overall kindergarten program.

RELEVANT COMMENTS

"Although many parents seem indifferent, it should be noted that many parents work one or more jobs and are unable to come to school to visit." (Principal)

"More minority parents need to attend and participate at meetings." (Principal)

"Very difficult to get parents involved." (Principal)

"Tacit satisfaction." (Principal)

"[Parent participation] . . . NONE"

"My aide and I have set up a homework program for the parents to help the child with at home. It has been very successful." (Teacher)

"Very poor attendance at Title I meetings." (Teacher)

"Takes two months just to get permission letter back - apathetic." (Teacher)

"Most of the parents are not English speaking." (Paraprofessional)

"I believe workshops for parents would be beneficial." (Paraprofessional)

"Parents are very pleased to have Title I in the schools." (Paraprofessional)

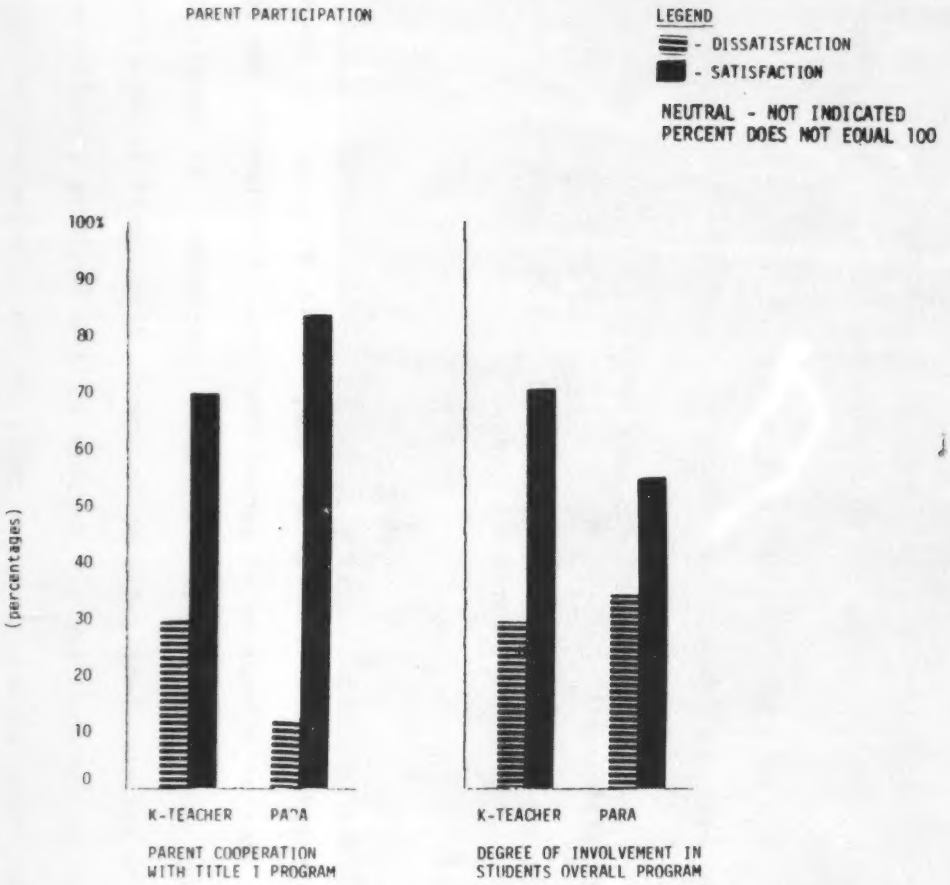
"Parents are not really aware of Title I services because it is an in-class program." (Paraprofessional)

Summary

Although satisfaction ratings are low, it is difficult to judge reasons for lack of attendance at parent meetings. Indifference may be prevalent, but other logistic factors prevent involvement. At schools in which parents deliver their children to school, involvement is naturally increased on an informal basis. Because of the in-class structure of this program, many parents are not aware of the specialized services their child receives. Parent involvement, especially directly related to the classroom continues to be encouraged by all.

Figure 9

PARENT PARTICIPATION



Program Outcome Judgements

Teachers, paraprofessionals, and principals were asked to make subjective program judgements regarding greatest student gains in this Early Childhood Program. Gains judged were based on the stated Early Childhood Priorities for this year: self-concept, oral communication, motor development, study habit development, and performance objective achievement.

Percent averages of "high" gains were computed for all respondent groups by item. Gains are ranked in the following order: Oral Communication (83 percent); Self-Concept (79 percent); Performance Objectives (71 percent); Motor Development (69 percent); and Study Habits (67 percent). Oral communication skills are a primary need, especially in classes with non-English speaking children enrolled.

RELEVANT COMMENTS

"I don't think that people are aware of the number of children in kindergarten whose home language is not English. In our kindergarten alone we have children who speak Greek, Italian, Spanish, Portuguese, Chinese, Japanese, Russian and Armenian. The paraprofessional can take extra time with the child for language and vocabulary development. Thus the child will enter first grade with a firmer grasp of the language. He will not meet the frustation of not knowing for example, the names of the pictures in the phonics book or what certain words mean, especially verbs and prepositions."

"I think the greatest gains, although they are specific achievement gains, are in the areas of self-esteem, oral language, and self-confidence." (Paraprofessional)

"Title I service is very important and helpful to these children. I have seen much progress. Cutting down numbers would help greatly." (Paraprofessional)

"Children gain a good self-image working with materials helping them to learn basic skills." (Teachers)

"All students seem to benefit from this program. They have special needs which need to be met to insure normal emotional, educational, and social development. These needs would not be met elsewhere. The program is a necessity." (Jackson-Mann)

"Students enjoy the wide range of activities and are especially attentive and responsive." (Principal)

"Please do not cut the Title I program. The children need the help very badly." (Paraprofessional)

"The Jackson-Mann School needs the Title I program because of the handicapped children." (Paraprofessional)

Figure 10

PROGRAM OUTCOME JUDGEMENTS

SELF-CONCEPT AND ORAL COMMUNICATION GAINS

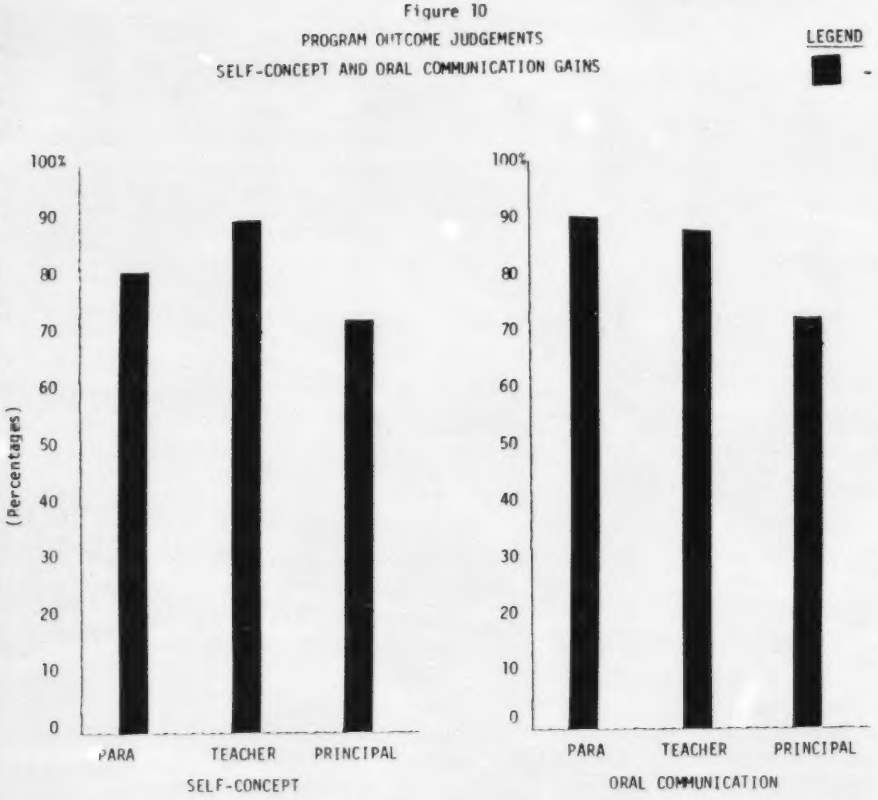


Figure 11

PROGRAM OUTCOME JUDGEMENTS

MOTOR AND STUDY HABIT DEVELOPMENT

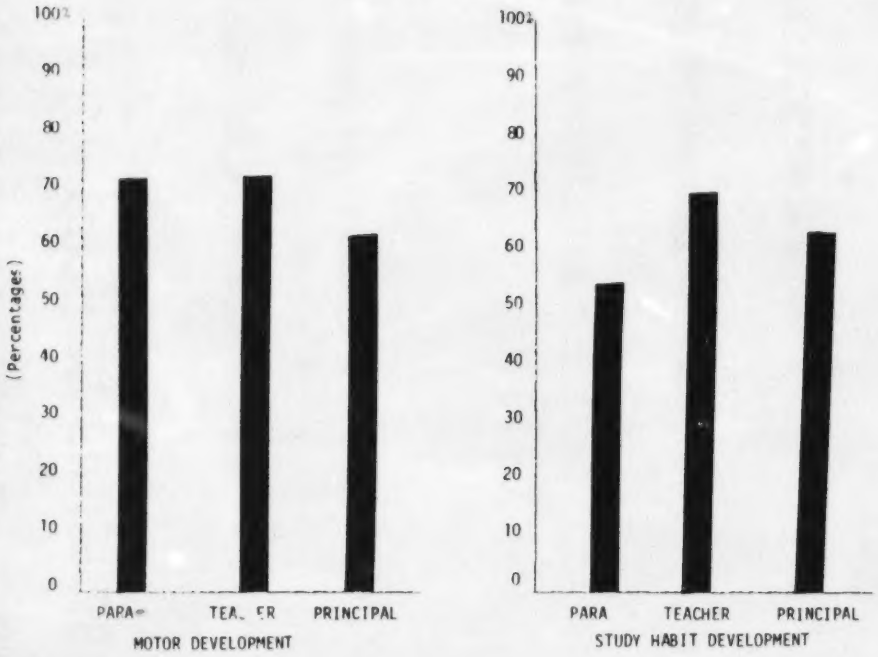
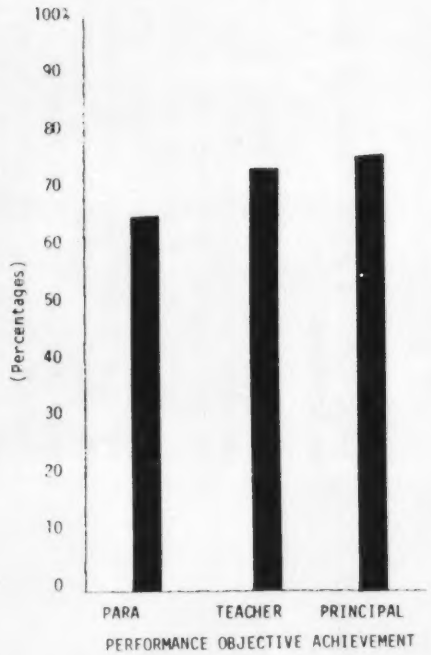


Figure 12

PROGRAM OUTCOME JUDGEMENTS

PERFORMANCE OBJECTIVE ACHIEVEMENT



VI. RECOMMENDATIONS

Recommendation 1: **The program needs to improve its organization.**

Discussion: This program was late getting started this year and a single program director was never appointed. The administration was shared out among other Title I officials. While there is relatively high satisfaction with the administration of the program, there was also criticism about there not being many workshops and concern on the part of some principals about the administration. Another aspect of the organizational problem was the late hiring of aides, and the delay in the testing program. Pre-testing did not get underway until February.

While we are not certain that a single program administrator is needed, the program does need to improve its organization, and one way this could be done would be to have a single program administrator as in previous years.

Recommendation 2: **Selection and supervision of the paraprofessionals should be improved.**

Discussion: There has been little or no supervision of the paraprofessionals by the Title I office, in part related to the lack of a single program director. While teachers and principals have supervised them, this general lack of specifically Title I supervision makes it difficult for those who are not experienced with the Title I Early Childhood program to follow the program mandates. Thus associated with the supervision issue is the need to attempt to select paraprofessionals with appropriate early childhood and Title I experience. This has been difficult due to union senority rules.

Recommendation 3: **The training and workshop program should be increased.**

Discussion: Because of the turnover in paraprofessionals and the fact that in this program they are working in the classrooms of non-Title I teachers, there is considerable need for training of the paraprofessionals. The workshop which was given was very well received, but there was a felt need for more such training.

Recommendation 4: **More thought needs to be given to the match between the number of students to be taught and the methods to be used.**

Discussion: Currently the paraprofessional aides are expected to provide individualized instruction, with a daily lesson plan, for up to 40 children from up to 3 regular teachers. We suggest that if the aides are expected to deal with this number of students, that they not be expected to prepare and follow daily individualized lesson plans. If the individualized, structured approach is to be retained, and we feel that individualization is one of the strengths of Title I, then 40 students per day is probably too many. We would suggest that this be reduced to perhaps 32, with no more than two regular teachers being served. This would involve 16 students in the morning and 16 in the afternoon.

Recommendation 5: **Time required for filling out individualized lesson plans should be minimized for teachers and/or paraprofessionals.**

Discussion: If the individualized instruction approach is to be retained, as we feel it should, the time required for filling out individualized lesson plans can be eased by having paraprofessionals make more use of the existing prescribed objectives. Aides could check off what is to be worked on each day for each child from this prescribed set of options. We recommend that time and intellectual effort be taken to train all the aides in their use. This would shorten the time involved in writing individual lesson plans, and increase the proportion of aides actually following such individualized procedures. Paperwork is a recurring problem, and attention should be given to reducing it where possible. Thought may also be given to not requiring daily individualized lesson plans at all, but perhaps weekly or monthly progress checklists.

Recommendation 6: **Improved efforts should be made to provide planning time for the paraprofessional and teacher to work together in planning the program for the children.**

Discussion: Planning time and communication remains a problem. This is especially acute in those schools where the paraprofessional has three teachers to support. With 40 some children and individualized lesson plans, currently it just is not possible to spend sufficient time with the teachers to jointly plan a program for each child.

Recommendation 7: **The selection procedures should be continued.**

Discussion: All of the groups of people we interviewed or questionnaired were over 90% satisfied with the present selection procedures. This system of using a multi-attribute checklist seems to be working well.

Recommendation 8: **The orientation program should be continued.**

Discussion: This program was rated valuable and useful, especially for new paraprofessionals. A summary of this orientation should be sent to the teachers who will be working with the Title I paraprofessionals in this program so that they will be aware of what orientation was received by the paraprofessional.

Recommendation 9: **The materials are good and should be continued.**

Discussion: The variety, quality, quantity and accessibility of the materials were all rated highly. This is a major achievement, and should be continued. This is one area where the administration of the program has been excellent.

Recommendation 10: **Physical space remains a problem in some schools and should be improved, especially with provision of "cubbies" for students and storage space for the paraprofessionals.**

Discussion: Some classrooms are too small for the size of the class. There is a need for improved accomodations in some schools, with major needs for storage space for the paraprofessionals and for the students, "cubbies".

Recommendation 11: **The emphasis on self-concept and communications were rated highest among the accomplishments of the program and should be continued.**

Discussion: The curriculum and materials seem to be especially effective in this area and this emphasis seems to be well placed.

Recommendation 12: **The groundwork should be laid for a longitudinal study of the effectiveness of the early childhood program.**

Discussion: With the continued existence of the K-1 in doubt, and with cutbacks likely in the Title I program itself, if possible a longitudinal study should be designed to identify long-term effects of such a program. For example students who have received early childhood Title I assistance can be followed into the second or third grade and compared to similar children who did not receive the early support. Such a study could provide evidence for the long-term value of the early childhood Title I program, and hence provide an argument for its retention in times of financial cutbacks.

Recommendation 13: **Parent involvement remains a problem and continued efforts to involve parents should be made.**

Discussion: The program is continuing efforts to attract parents but with relatively little success. However the importance of parental involvement is such that these efforts should continue. Parent-workshops is one concept which might be expanded, but with great effort to get the parents to attend and participate.